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ABSTRACT

The annotated bibliography, one in a series of over 50 similar listings related to handicapped and gifted children, contains 83 references selected from Exceptional Child Education Abstracts dealing with slow learners. The entries, which include journal articles, texts, research reports, curriculum guides, and teaching guides, treat such topics as the following, as they relate to slow learners: academic achievement, curriculum, disadvantaged youth, educable (mildly) mentally retarded, ability grouping, instructional materials, motivation, giftedness and underachievement, subject matter, vocational education, and teaching methods. Bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are provided for each entry, and author and subject indexes are provided for the bibliography. (KW)

ED054574

SLOW LEARNERS

A Selective Bibliography

February 1971

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OFFICE OF EDUCATION
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This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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EC 033 945

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The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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ABSTRACTS

ABSTRACT 10013

EC 01 0013 ED 012 112
Publ. Date 65 105p.
Miller, Donald Y.; Danielson, Richard H.
Work-Study for Slow Learners in Ohio, Selected Training Materials for Use in Ohio Institutes on Work-Study Programs.
Ohio State Board of Educ., Columbus, Div. of Spec. Educ.
Vocational Rehab Admin., Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; vocational education; program planning; mentally handicapped; administration; work study programs; educable mentally handicapped; curriculum planning; vocational rehabilitation; program administration; on the job training; prevocational education; job placement; student evaluation; school community relationship; Columbus

This collection of papers was presented at an institute at Kent State University in April, 1964. Vocational education and work study programs for educable mentally handicapped pupils are discussed in relation to the functions of the Vocational Rehabilitation Administration, the establishment and administration of a program, planning the curriculum, forming community relationships, and the evaluation, placement, and followup of students. Each of three Ohio work study programs (Dayton, Sylvania, and Warren) is described from the points of view of an administrator, a principal, and a coordinator. Included is a 58-item bibliography. (MY)

ABSTRACT 10014

EC 01 0014 ED 011 413
Publ. Date 66 126p.
Allen, Amy A.; Cross, Jacque L.
Suggested Basic Materials for Slow Learning Children.
Ohio Dept. of Educ., Columbus
EDRS mf,hc

Descriptors: exceptional child education; instructional materials; mentally handicapped; educable mentally handicapped; language arts; sciences; arithmetic; social studies; annotated bibliographies; children; elementary grades; secondary grades; Columbus

Basic instructional materials for educable mentally retarded children of primary, elementary, junior high, and senior high levels are listed, described, and evaluated under the headings of language arts, arithmetic, social studies, and science. Materials include books, charts, signs, geometric shapes, symbols, flash cards, maps, newspapers, and other visual and manipulative instructional materials. Publishers are included for each material. A bibliography contains 46 references. (CG)

ABSTRACT 10248

EC 01 0248 ED 018 048
Publ. Date 67 58p.
Crawford, William L.; Cross, Jacque L.
Work-Study Programs for Slow Learning Children in Ohio Schools, Guidelines.
Ohio State Dept. of Education, Columbus
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; program planning; administration; vocational education; curriculum; educable mentally handicapped; work study programs; personnel; prevocational education; personnel selection; administrative personnel; instructor coordinators; administrator responsibility; program development; legal problems; school community cooperation; Ohio

Developed for educators who are concerned with and share the responsibility for work study programs for slow learners (IQ 50 to 80) at the secondary level, the guide presents program policies and practices current in the state of Ohio. Rationale for the Ohio programs are stated, and 12 relevant terms are defined. Curriculum implications for work study efforts are stated for primary through high school levels. The work study coordinator is discussed in terms of criteria for selection, general responsibilities, scheduling, funding, and extended service. Consideration of preplanning or successful approaches to initiating work study covers programs, the job survey, interpreting work study, using news media, involvement of the community and community agencies, and considerations for school districts with various work study programs. Aspects of program development include the rationale, breakdown of work study, scheduling and placing of students, job area supervisors, trainee evaluation, awarding of credits, transportation, and followup studies. The legal aspects of employment described are working conditions, liability, insurance, work permits, minor's agreement, and minimum wage. Administrative responsibility in work study is discussed with reference to attitude, interpreting the program, involvement in the program, implications for curriculum development, considerations where work study programs overlap school districts, considerations for multiple work programs within a school district, and the role of the State Department of Education in work study. Conclusions and recommendations are made, and a 23-item bibliography is included. Appendixes present a sample high school course of study, potential in school work stations, potential community work stations, an evaluation for employability, and a job survey form. (JD)

ABSTRACT 10282

EC 01 0282 ED 017 087
Publ. Date 66 203p

Baller, Warren R. and Others
Mid-Life Attainment of the Mentally Retarded, a Longitudinal Study.
Nebraska University, Lincoln
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); longitudinal studies; case records; economic status; employment level; followup studies; marital status; slow learners; social status

Mentally retarded, slow learning, and normal subjects who had been evaluated during the 1930's were located. Their present status and functioning were reported and the study searched for reasons for the subjects different levels of life adjustment. Over 400 of the original subjects were located. They were in their middle fifties at the time of this study. Each subject was interviewed or responded to a life history questionnaire. Social status was evaluated. A sample was given intelligence tests. Results indicated that the mentally retarded group had a higher death rate than the other two groups. The mentally retarded group members were more likely to live alone and also had a higher divorce rate. Although the mentally retarded group had shown steady improvement in self support over the years, their unemployment rate was still above the national average. All groups were generally law abiding. Those subjects in the mentally retarded group tended not to participate as much socially as subjects in the other two groups. No significant gains in intelligence had been made by any group. The low group had had fewer desirable experiences. Case studies of successful (four males, four females) and unsuccessful (four males, four females) subjects from the low group are presented. Factors relating to their successful and unsuccessful life adjustments are discussed. Recommendations are made about the mentally retarded and about further research. Questionnaires used are reproduced. Data is presented in 120 tables. The bibliography lists 33 items. This paper was published as an article in Genetic Psychology Monographs, Volume 75, second half, pages 235-329, May 1967. (JA)

ABSTRACT 10367

EC 01 0367 ED 016 320
Publ. Date 64 92p.
Cross, Jacque L.; Allen, Amy A.
A Curriculum Outline for Secondary Slow Learning Programs.
Ohio Dept. of Educ., Columbus, Div. of Special Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; curriculum guides; slow learners; educable mentally handicapped; educational objectives; secondary education; secondary grades; secondary schools; state curriculum; mathematics; English; social studies; sciences; social development

Designed to aid school systems in the development of curriculum guides for slow learners, this curriculum outline presents content for grades 9, 10, 11, and 12 in English, mathematics, social development, social studies, and science. Details concerning activities, enrichment aids, and teaching methods are to be developed by the user. Five references are given. (VO)

ABSTRACT 10377

EC 01 0377 ED 015 590
Publ. Date 63
Johnson, G. Orville
Education for the Slow Learners. Prentice-Hall Psychology Series.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; program planning; curriculum; slow learners; diagnostic tests; educational principles; grading; educational programs; elementary grades; grouping procedures; instructional programs; junior high school students; language instruction; mathematics instruction; program development; reading instruction; report cards; secondary grades; student characteristics; student placement; student promotion; educable mentally handicapped; curriculum planning; program administration

Designed to define, from an educational point of view, the problem posed by slow learners, this volume presents the clinical education approach as a tool in the planning of solutions relating to the fundamental problem of providing an appropriate school experience for the slow learner through curriculum planning. Part 1 focuses on the problem of the slow learner, including chapter discussions describing the problem, the characteristics, and diagnosis of slow learners. In part 2, topics related to school organization such as grouping for instruction and the necessary considerations at different levels of instruction from primary grades through high school are discussed. Part 3 concentrates on actual instructional material and subject matter for the slow learner at all levels. Part 4 treats reporting and general program principles including grading, promotion, school organization, and program planning. Selected references follow each chapter. This document was published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, and is available for $8.95. (MU)

ABSTRACT 10379

EC 01 0379 ED 019 771
Publ. Date Oct 60 62p.
Midanik, J. Sydney
Study of Slow Learners.
Toronto Board of Education, Ontario, Canada, Res. Dept.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; slow learners; educational needs; educable mentally handicapped; high school students; intelligence tests; student distribution; vocational education; statistical data; cognitive ability; opportunity classes; program planning; prevocational education; program evaluation; student ability; Toronto

A special committee report to the Board of Education, Toronto, Canada, reviews the present program for slow learners (IQ 59 to 90) and recommends a new type of experimental high school. The problem of slow learners, the use and meaning of intelligence tests, and the distribution of learning capacities among students in school are discussed. The courses provided for the slow learners and the statistical distribution of pupils in these courses are described. Data and descriptions are given for both academic vocational classes for the 75 to 90 IQ group and opportunity classes and junior vocational schools for the 50 to 75 IQ group. The report also considers the wider problem of preparing slow learners for an increasingly technical society and the task of making provisions for them. Statistics are presented in 19 tables. (TS)

ABSTRACT 10438

EC 01 0438 ED 010 930
Publ. Date 62 115p.
Allen, Amy A.; Baker, Virginia
Slow Learning Children in Ohio Schools.
Ohio State Dept. of Education, Columbus
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; state programs; administration; tests; testing programs; educable mentally handicapped; curriculum development; program planning; academic achievement; instructional programs; learning characteristics; language arts; arithmetic; social studies; curriculum; sciences; recreational activities; intermediate grades; junior high schools; senior high schools; records (forms); admission criteria; activities; vocational education; teaching methods; Columbus

In this bulletin slow learning refers to children in the 50-75 IQ range. Eligibility for special classes is discussed, including a description of the testing program and an explanation of the IQ concept. Samples of forms used in communication with parents and district applications for special classes are included. Learning characteristics of slow learning children are briefly described. This bulletin, intended for teachers and administrators, outlines an instructional program. Areas of instruction include language arts, arithmetic, social studies occupational training, science, and recreational activities. Appropriate amounts of time are suggested. Effective teaching techniques, recommended experience activities within the various learning areas, and meaningful concepts that should be developed are among the specific suggestions made. A bibliography lists several bulletins and curriculum guides appropriate for teachers and administrators as well as several basic texts and relevant periodicals. Appendixes outline eligibility requirements for special class placement and requirements for certification of teachers of slow learning children. (VO)

ABSTRACT 10440

EC 01 0440 ED 019 776
Publ. Date 64
Abraham, Willard
The Slow Learner.
EDRS not available

Descriptors: exceptional child education; slow learners; educational needs; underachievers; etiology; individual characteristics; gifted; identification; parents; family problems; community services; community resources; educational practice; teaching methods; administrative policy; school administration; school role; special classes; curriculum; teacher characteristics; case studies (education)

The problem of the slow learner is considered in terms of definitions, common misunderstanding, causes, and pseudo slow learning where limitations are more likely environmental than inherent. A description of the slow learner covers characteristics identification techniques, needs and goals, multihandicaps, the underachiever, and motivation. The parents of the slow learner and the community are discussed in terms of problems, community resources, work opportunities, delinquency, and the role of the federal government. The role of the school is examined under the following topics--(1) organization and administrative structure, (2) current practices, (3) promotion and grading, (4) special classes, (5) curriculum, (6) teaching techniques, (7) costs, and (8) teacher qualities. Future trends are related to educational practices which seem promising. The bibliography includes 131 entries. Appendixes present a case study and two school programs for slow learners. This document was published by The Center for Applied Research in Education, Inc.,70 Fifth Avenue, New York, New York 10021. (DF)

ABSTRACT 10527

EC 01 0527 ED 022 303
Publ. Date Apr 68 179p.
Younie, William J.
Instructional Approaches to Slow Learning. Practical Suggestions for Teaching Series.
Columbia University, New York, New York, Teachers College
EDRS not available
Teachers College Press, Teachers College, Columbia University, New York, New York 10027 (Paperback, $1.95).

Descriptors: exceptional child education; slow learners; identification; teaching methods; instructional materials; curriculum; program administration; student characteristics; emotionally disturbed; disadvantaged youth; underachievers; sensory deprivation; curriculum development; mentally handicapped

Designed for teachers, the text distinguishes types of slow learners and suggests practical approaches for their educational problems. Slow learning and its types are defined; the slow learner is characterized; stages of educational evaluation and aspects of administration are outlined. Curriculum considerations for

different levels are described, and subject matter adaptations are considered for nine major subject areas. The use of audiovisual materials and other educational innovations is explained. Two appendixes annotate suggested teaching materials and a basic reference library for teachers. A bibliography contains 255 items. (JD)

ABSTRACT 10533

EC 01 0533 ED N.A.
Publ. Date 68 138p.
Chaney, Clara M.; Kephart, Newell C.
Motoric Aids to Perceptual Training. The Slow Learner Series.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($3.95).

Descriptors: exceptional child education; teaching methods; learning disabilities; perception; learning; educational games; perceptual motor coordination; neurologically handicapped; motor development; mentally handicapped; stimulus generalization; behavior change; self concept; psychomotor skills; auditory training; speech skills; visual learning; discrimination learning; minimally brain injured

Written from a developmental viewpoint, this book for parents and teachers presents both a theoretical orientation and perceptual motor activities for training children with learning disabilities, both the brain injured and the retarded. The theoretical basis for training generalized motor responses is considered in terms of motor perceptual learning, the motor system and generalization, exploration through movement, cognition, developmental sequences, and structure and control of behavior. Procedures for evaluating behavior are detailed by an 85-item checklist of basic motor movements, a 38-item checklist of visual motor movements, and 23 guidelines for self help and motor development. Descriptions of training activities and programs include these areas: learning to listen, with six recommended phonograph records and 11 stories; balance and posture, with balance beam activities, and development of body image and awareness; arm and leg differentiation, and locomotion with swimming pool and trampoline activities; ocular motor coordination; and oral motor manipulation with developmental games. (MK)

ABSTRACT 10534

EC 01 0534 ED 022 310
Publ. Date May 68 196p.
Ebersole, Marylou; and Others
Steps to Achievement for the Slow Learner. The Slow Learner Series.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95).

Descriptors: exceptional child education; learning disabilities; teaching methods; preschool children; minimally brain injured; motor development; perceptual motor coordination; learning theories; psychomotor skills; student characteristics; student needs; neurological organization; space orientation; concept formation; reading; writing; arithmetic

Intended for teachers, therapists, physicians, students, and parents, the guide presents a learning theory based on motor activities and suggests a curriculum for preschoolers divided into systematic learning steps which are necessary for attaining educational goals. Topics treated are special needs of the child handicapped by brain damage, characteristics and discipline, brain damage related to the function of the nervous system, learning theory related to teaching techniques, the need for a stable point of reference from which to interpret relations in space, and the developmental stages of learning. Also considered and detailed by steps are conceptualization, arm and hand coordination, cutting with scissors, pre-reading, pre-writing, and pre-arithmetic (counting and number concepts). Three appendixes contain activities for teaching colors and pattern analysis and development with form boards, and steps in teaching pre-arithmetic. (DF)

ABSTRACT 10559

EC 01 0559 ED 021 348
Publ. Date 64 718p.
The Slow Learning Program in the Elementary and Secondary Schools.
Cincinnati Public Schools, Ohio
EDRS mf,hc
CPS-CURR-BULL-119

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; program planning; educable mentally handicapped; instructional programs; health education; safety; language arts; reading; arithmetic; citizenship; homemaking education; adjustment (to environment); leisure time; prevocational education; consumer education; travel training; social studies; sciences; teaching techniques; learning; vocational education; junior high schools; senior high schools; primary grades; intermediate grades; curriculum guides; art appreciation; verbal communication; communication (thought transfer); art; English; physical environment; family life education; learning activities; money management

The curriculum guide defines its organization and use, curricular approach, and the teaching methodology for special classes of slow learners (educable mentally handicapped) in the Cincinnati Public Schools. The instructional program is built around 12 persisting life problems: health, safety, communication, citizenship, family life, social relationships, physical environment, cultural activities, leisure, livelihood, money management, and travel. Both general and detailed learning outcomes plus suggested activities are given for four age groups (6 to 9 years, 10 to 12, 13 to 15, and 16 to 18). Use of the curricular content in daily classroom programs is illustrated by sample teaching units which employ content from several of the persisting life situations. Suggested teaching units for various subject areas are listed, and guide for organizing the daily classroom program are presented. (TS)

ABSTRACT 10571

EC 01 0571 ED 021 346
Publ. Date Sep 64 128p.
An Emerging Program for Slow Learning Pupils in the Warwick Public Schools. Volume II, Guidelines for the Secondary Curriculum.
Warwick Public Schools, Rhode Island
EDRS mf,hc
WPS-0601

Descriptors: exceptional child education; curriculum; slow learners; grade 7; grade 8; grade 9; grade 10; grade 11; grade 12; records (forms); school surveys; textbook publications; units of study (subject fields); statistical surveys; curriculum guides

The results of a survey to determine the number of slow learners in the Warwick, Rhode Island, public schools are presented; guidelines are given for the emerging secondary program (grades 7 to 12). The slow learner is defined; and information is given concerning characteristics, identification, testing, placement, guidance and counseling, and teaching techniques. Program guides are outlined for four subject areas. The social studies program presents units of study for each grade level. Units of study and teaching aids are described for the mathematics program. For English, the guide makes teaching suggestions for reading, writing, speaking, and listening. The science program contains units of study for grades 7 and 8. Recommended texts are cited for each subject area. Seven appendixes provide a school numbering code and survey forms for slow learners. A bibliography cites 53 items. (JZ)

ABSTRACT 10649

EC 01 0649 ED 023 228
Publ. Date 68 116p.
Benyon, Sheila Doran
Intensive Programming for Slow Learners. The Slow Learner Series.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.75, Paperback; $3.95, Cloth).

Descriptors: exceptional child research; learning disabilities; teaching methods; perception; perceptual motor learning; perceptual motor coordination; case studies (education); test results; perception tests; projective tests; perceptually handicapped; sensory integration; motor development; coordination; self actualization; self concept; space orientation; sensory aids; discrimination learning

Seven children with basic perceptual motor problems (learning disorders) in varying severity were selected for a 6-week intensive program. All were from 6 to 8 years old and had mental ages 2 years below their chronological age. Structured and integrated areas of instruction were speech and language, perceptual-motor, gross motor, and aquatics. Main areas of emphasis were body

image, position in space, form constancy, and sensory integration. Instructional materials included teacher-made and commercial supplies, gymnastic equipment, and a pool. Two parent conferences took place, and daily records were kept on the children's progress. Case studies on each child present background information, contact with center, initial status, behavioral characteristics, speech and language skills, perceptual and motor problems, and aquatic accomplishments. The 27 daily lesson plans describe the materials and teaching methods used. Six pre- and posttests include the Metropolitan Readiness Test and the Goodenough Draw-a-Man Test. On the former test, four children improved from E (Low) to D (Low Normal), one from D to a higher D, one from C (Average) to B (High Normal), and one from A (Superior) to a higher A. On the latter tests, increases in mental age ranged from 6 months to 4 years. (SN)

ABSTRACT 10875

EC 01 0875 ED 013 507
Publ. Date 65 20p.
Guide to Practices and Procedures for the Slow Learning Program in Secondary Schools.
Cincinnati Public Schools, Ohio, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; administration; mentally handicapped; educable mentally handicapped; secondary grades; administrator guides; curriculum; public schools; grading; student promotion; work experience programs; special programs; program administration; student placement; Cincinnati

An outline of the educable mentally handicapped (IQ range 50 through mid 70 s) program in the Cincinnati Public Schools presents placement procedures, courses recommended for grades 7 through 12, the work experience program, grading and promotion procedures, and requirements for opening new classes. (JZ)

ABSTRACT 10884

EC 01 0884 ED 014 161
Publ. Date May 66 70p.
Eldred, Donald M.
The Use of Programmed Instruction with Disturbed Students.
Vermont State Hospital, Waterbury
EDRS mf,hc

Descriptors: exceptional child research; programed instruction; emotionally disturbed; slow learners; underachievers; programed materials; children; adolescents; hospital schools; public schools; test results; high school students

A 3-year investigation was undertaken to determine the effects of programed instruction on children and adolescents. The 157 subjects were pupils from a state mental hospital school and slow learners and underachievers in one parochial and two public high schools. Although not available for all subjects, results of the Rorschach Test, the Gittinger Personality Assessment System, and psychiatric ratings were used. None of the objective measures revealed any significant differences between the control and the experimental groups. Possible reasons for lack of significant data are discussed and recommendations and precautions for future research studies are made. Thirty pages of administrator, teacher, and student comments and evaluations are presented. The appendix includes general instructions for the use of programed instruction, an annotated listing of 20 programed materials, and a 74-item bibliography. (JA)

ABSTRACT 10991

EC 01 0991 ED N.A.
Publ. Date 19 Apr 68 84p.
Schmidt, Alfred
Craft Projects for Slow Learners. John Day Books in Special Education Series.
EDRS not available
The John Day Company, 200 Madison Avenue, New York, New York 10016 ($4.50).

Descriptors: exceptional child education; mentally handicapped; art; curriculum; art activities; teaching guides; special classes; handicrafts

Instructions are presented for a crafts program which is simplified so that an unskilled teacher could help even the slowest child to make objects. Objectives of teaching crafts to the educable mentally retarded and suggestions for scheduling craft activities, storing supplies, exhibiting projects, and gearing each project to the age and ability level of the child are given. Each of the 30 projects is accompanied by a list of materials, grade range, illustrated step-by-step directions, a photograph of the finished project, and suggestions for correlating the project with the basic skills included in the overall curriculum. Examples of projects are puppets, woodcrafts, wastebaskets, and a bean mosaic. (SN)

ABSTRACT 11018

EC 01 1018 ED N.A.
Publ. Date Feb 67 5p.
Brown, Louis F.; Rice, James A.
Psycholinguistic Differentiation of Low IQ Children.
Iowa University, Iowa City
EDRS not available
Mental Retardation; V5 N1 P16-20 Feb 1967

Descriptors: exceptional child research; slow learners; tests; language; language tests; identification tests; academic achievement; prediction; psycholinguistics; predictive ability (testing); children; primary grades; low achievers; Illinois Test of Psycholinguistic Abilities; ITPA

The Illinois Test of Psycholinguistic Abilities (ITPA) was used in this study to verify statistically the inference of Bateman and Wetherell (1965) that a poor performance on the automatic-sequential subtests of the ITPA may be related to poor academic achievement, and to present evidence that auditory memory is a useful predictor of academic achievement in low achieving children. The 52 subjects had a mean age of 7-2 and a mean IQ of 82. Results indicated that borderline or mentally defective children showed a relative weakness on automatic-sequential subtests; IQ was reflected rather well by ITPA total language age means; and the auditory-vocal sequential subtest of the ITPA, a refined digit span test, had useful predictive validity for academic achievement in low IQ children. Research is needed in the area of automatic-sequential functions, such as immediate auditory recall, toward possible development of screening devices for detecting young children who are destined to be low achievers. (TL)

ABSTRACT 11092

EC 01 1092 ED 025 078
Publ. Date 64 256p.
Jeffs, George A.
The Influence of Occupational Information Counseling on the Realism of Occupational Aspirations of Mentally Retarded High School Boys. An Experimental Research Project.
Nevada University, Reno, College of Education
Vocational Rehabilitation Administration (DHEW), Washington, D. C.;
Nevada Rehabilitation Association, Carson City
EDRS mf,hc
VRA-RD-1391-P

Descriptors: exceptional child research; mentally handicapped; slow learners; vocational education; curriculum; occupational aspiration; occupational choice; occupational guidance; vocational adjustment; vocational aptitude; work experience programs; on the job training; interest research; interest scales; socioeconomic status; educable mentally handicapped; curriculum development

In a study on promotion of realistic occupational goals in the mentally and academically retarded, 86 boys (aged 16 to 19 years) from two senior high schools located in two similar, juxtaposed Nevada cities (Reno and Sparks) were utilized. Groups included 16 mentally retarded students (IQ range 53 to 88, mean 78; Social Maturity Quotient range 60 to 80; academic retardation of at least 3 years), 38 slow learners (IQ range 83 to 105, mean 96), and a control group of 32 Track 3 low intellectual and achievement level students. All were pre- and posttested with the Occupational Aspiration Scale; the Wechsler Adult Intelligence Scale and the Socio-Economic Scale were also used. The mentally retarded, who received both on-the-job training and occupational information, and the slow learners, who received just the occupational training, reduced their total occupational aspiration and idealistic level significantly (p less than .01) when compared to the control group who did not significantly reduce either one. However, the slow learner group, in contrast to the mentally retarded, actually increased their idealistic level, indicating

that on-the-job training was more effective than occupational information alone. The basic course in occupational information is included. (LE)

ABSTRACT 11469

EC 01 1469 ED N.A.
Publ. Date Feb 67 3p.
Gross, Frank P.
Activities of Bright Versus Those of Dull Students.
EDRS not available
Journal of Educational Research; V60 N6 P283-5 Feb 1967

Descriptors: exceptional child research; recreational activities; leisure time; student attitudes; intelligence differences; aggression; socialization; slow learners; talented students

Recreational activities of 76 high and 88 low IQ boys and 100 high and 95 low IQ girls, selected from grades 7 to 12, were studied with a 42-item checklist sampling individual, active, and passive activities. High IQ group subjects had IQ's of 111 or above while low IQ subjects had IQ's of 90 or below. Significant differences found among the groups revealed a preference of low IQ boys for solitary outdoor activities, of low IQ girls for aggressive activities and of high IQ boys and girls for social and school directed activities. (SA)

ABSTRACT 11490

EC 01 1490 ED N.A.
Publ. Date 67 35p.
Jacobs, John F. and Others
Slow Learner Problem in the Classroom.
Florida University, Gainsville, Florida, Educational Research and Development Council
EDRS not available
J. B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainsville, Florida 32601 ($1.00).
Research Bulletin; V3 N4 Win 1967

Descriptors: exceptional child research; slow learners; individual characteristics; student evaluation; behavior rating scales; teacher role; sex differences; emotional problems; social immaturity; motivation; attendance; student teacher relationship; language skills; reading difficulty; peer relationship; academic achievement; thought processes; discipline problems; health; age differences

A questionnaire listing 16 problem characteristics and behaviors of children was completed by teachers of 70 elementary and junior high school classes enrolling 2,474 students of IQ 70 or above in Duval and Marion Counties, Florida. Children were in grades 2, 3, 4, 5, 6, 7 and 9. For each questionnaire item, teachers selected three children who exhibited that behavior. Analysis of the data showed that a significantly greater percentage of the 562 slow learners (IQ range 70 to 89) than of the remaining children were selected for all 16 of the following items: emotional problems, social immaturity, adjustment needed in materials (because of little initiative, interest, and motivation), absenteeism, attention seeking behavior, lack of rapport, poor written and spoken language skills, reading difficulties, occupation of teacher time, poor peer relations, poor academic achievement, dislike of school, poor judgment and ability to abstract and generalize, discipline problems and poor general health. Although an attempt was made to include children from rural and urban areas and from different socioeconomic and ethnic groups, strict sampling procedures were not followed. (RK)

ABSTRACT 11594

EC 01 1594 ED 021 948
Publ. Date Dec 67 164p.
Hodges, Walter L. and Others
The Development and Evaluation of a Diagnostically Based Curriculum for Preschool Psycho-Socially Deprived Children. Final Report.
Indiana University, Bloomington, School of Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-24-0210-1011
BR-5-0350

Descriptors: exceptional child research; disadvantaged youth; preschool children; adjustment (to environment); achievement; mentally handicapped; language development; motor development; social development; intellectual development; educable mentally handicapped; slow learners; culturally disadvantaged; preschool programs; kindergarten children; educational diagnosis; curriculum; curriculum development; curriculum evaluation; cognitive processes; psychological patterns

A study investigated the effectiveness of a 1-year diagnostic preschool curriculum in improving regular school adjustment and achievement of 142 psychosocially deprived children (age 5, IQ's 53 to 85). In each of 3 years, approximately 15 children were placed into an experimental preschool, a kindergarten contrast, or an at-home contrast group. Curriculum procedures were designed to remedy specifically diagnosed deficits in the areas of intelligence, language, motor, and social development. By the end of the treatment year, the experimental groups ranked significantly higher than the contrast groups in all of the areas named above. Followup study through the second grade for the 1st year group and through the first grade for the 2nd year group indicated that the groups no longer differed significantly in any area except that of social development, which continued to be higher for the experimental groups. School academic achievement appeared not to be related to overall IQ change, but rather to specific intellectual processes that contributed to the IQ change; that is, if children made gains on items related to memory, vocabulary, and motor development, the prognosis for their first grade academic success was better than if they made gains on items related to concept formation and abstract reasoning. (Author/JD)

ABSTRACT 11601

EC 01 1601 ED N.A.
Publ. Date 65 31p.
Art Education as Therapy for the Special Academic Curriculum. Guidelines for an Experimental Program in the Junior High School.
District of Columbia Public Schools, Washington, D. C., Department of Special Education
EDRS not available
District of Columbia Board of Education, Franklin Administration Building, 13th and K, N. W., Washington, D. C.
Descriptors: exceptional child education; mentally handicapped; curriculum; art; slow learners; disadvantaged youth; educational therapy; art education; junior high schools; experimental programs; art activities; program planning; perception; District of Columbia

Art class is presented as a vehicle for incorporating therapeutic techniques in a junior high special education curriculum. The philosophy of mental retardation, the problems of adjustment of the mentally handicapped in a junior high school, and general objectives of the junior high educational program are discussed. The therapeutic approach in art education for mentally retarded and slow learning students is described, and the planning necessary for an effective art program outlined. Also considered are art activities relating to the overall goals of a special academic curriculum, perceptual training through art, and a teacher's guide to the problems of slow learners. Lengthy quotations are incorporated into the guidelines. (DE)

ABSTRACT 11743

EC 01 1743 ED N.A.
Publ. Date 66 54p.
Abraham, Willard
The Mentally Retarded Child and Educational Films.
EDRS not available
Coronet Films, 65 East South Water Street, Chicago, Illinois 60601 ($1.00).

Descriptors: exceptional child education; mentally handicapped; audiovisual instruction; films; audiovisual aids; slow learners; teaching methods; educable mentally handicapped; prevention; teacher attitudes; educational needs

Characteristics and needs of the educable retarded are considered, and educational films, which provide a basic attraction to children and may increase learning, are offered as an important resource in instruction of these children. Teacher statements and research findings support the skillful use of films in the classroom. Recommendations are made related to film use with an appendix which gives additional sources of information, discusses the characteristics of a slow learner, and defines 15 kinds of preventable mental retardation. (AB)

ABSTRACT 11745

EC 01 1745 ED N.A.
Publ. Date Jan 67 2p.
Rice, James A.; Brown, Louis F.
Validity of the Peabody Picture Vocabulary Test in a Sample of Low IQ Children.

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EDRS not available
Journal of Mental Deficiency; V71 N4 P602-3 Jan 1967

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; slow learners; intelligence tests; test validity; cognitive processes; age differences; intelligence quotients; testing; Peabody Picture Vocabulary Test; PPVT

Validity coefficients reported in the test manual between the Peabody Picture Vocabulary Test (PPVT) and other age and mental levels ranged from .58 to .94 and were noted as based on age score data, uncorrected for wide ranges in chronological age (CA). To determine the relationship existing between the abilities measured by intelligence test IQ's and the PPVT, 73 children ranging in CA from 5-7 to 12-11 and in mental age from 4-0 to 11-8 were tested with the PPVT and either the Binet or the Wechsler Intelligence Scale for Children (WISC). The individual intelligence tests (Binet or WISC) mean and standard deviation were 81.4 and 13.5 respectively; the PPVT mean and standard deviation were 86.9 and 11.8. The correlation coefficient between these IQ scores was .40 with a common variance of 16%. Thus PPVT IQ's were not reliable indicators of the present level of intellectual functioning. Reviewed related research yielded similar results. (TL)

ABSTRACT 11766

EC 01 1766 ED N.A.
Publ. Date Nov 67 7p.
Cawley, John F.
Psycholinguistic Characteristics of Preschool Children.
EDRS not available
Training School Bulletin; V64 N3 P95-101 Nov 1967

Descriptors: exceptional child research; psycholinguistics; preschool children; mentally handicapped; educable mentally handicapped; slow learners; disadvantaged youth; testing; language ability; Illinois Test of Psycholinguistic Abilities; ITPA

The revised Stanford Binet and the Illinois Test of Psycholinguistic Abilities were administered in September and again in June to the children, over 90% of whom were Negro, attending three academic year Headstart programs. The IQ's obtained in the fall were used to form three groups: one of 50 average students, mean IQ 103; one of 48 slow learners, mean IQ 89; and one of 45 mentally retarded children, mean IQ 73. On the June posttests, all three groups performed at significantly higher levels than in September. The mentally retarded group showed the greatest increase in language growth, although their overall performance remained inferior; their language profile was more irregular than those of the other two groups, indicating gains in excess of 1 year in visual decoding, auditory vocal sequencing, and visual motor association, while remaining deficient in other areas measured. The average group displayed overall improvement; and the slow learner group demonstrated substantial improvement in the visual motor association area, although their early deficits in other areas continued. Results thus suggested that participation in preschool programs has a positive effect. (BW)

ABSTRACT 11793

EC 01 1793 ED 002 790
Publ. Date 60 110p.
Kvaraceus, William C.
Refinement of a Nonverbal Measure That Can Be Used with Nonreaders, Slow Learners, and Mentally Retarded Children.
Boston University, Massachusetts
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-015

Descriptors: exceptional child research; tests; delinquency; slow learners; mentally handicapped; intelligence tests; junior high school students; behavior development; adjustment (to environment); delinquent behavior; behavior rating scales; delinquent identification; delinquency prevention; KD Proneness Scale

Validation and refinement were made of the KD Proneness Scale, a nonverbal group measure of delinquency proneness. Subjects (2,000 junior high school students and 200 special class students) were shown 62 sets of pictures and asked to indicate which pictures they liked most and least. Behavioral adjustment data were gathered over a 30-month period by fieldworkers. The relationships between the prediction measure of pictures and the adjustment criteria were investigated; and the Scale was keyed on the basis of an item analysis of the subjects' responses compared with those of institutionalized delinquents. In addition, relationships between the Scale and the KD verbal scale and checklist were investigated. Since the Proneness Scale was not validated for each grade or for the various groups in the forecasting for norm-violating behavior, it was found not acceptable as a functionally useful instrument for delinquency prevention programs. (JL)

ABSTRACT 11807

EC 01 1807 ED N.A.
Publ. Date Sep 66 6p.
Dingman, Harvey F. and Others
Identification and Disposition of the Mentally Handicapped in the Parochial School System.
EDRS not available
American Journal of Mental Deficiency; V71 N2 P201-6 Sept 1966

Descriptors: exceptional child research; identification; mentally handicapped; tests; parochial schools; slow learners; intelligence tests; sex differences; educable mentally handicapped; intermediate grades; testing programs; identification; transfer students; incidence

To determine the extent of mental retardation among learners in Southern California parochial schools, a pupil protocol for each child was incorporated into registration materials for the system's six elementary schools (total enrollment 2,350) in the fall of 1963. In addition, 965 children in grades 5 through 8 were administered the Cooperative School and College Ability Tests; and the Stanford Binet was administered to 74 of 84 students nominated by 22 teachers as slow learners. Socioeconomic index scores were assigned to each pupil. Results indicated that there were relatively few retarded children in the system: less than half of the 84 teacher nominees had group IQ scores of 85 or below, and only one-third of the 74 individually tested had IQ's of 85 or below. A disproportionate number of low IQ's was found in a 98% non-Anglo white school, but the proportion of pupils seen by the teachers as handicapped was not higher there than in the other schools. No tendency was found for middle class parents of slow learners to transfer them more frequently than lower class parents; and no sex differences were found in IQ scores, dropout rate, or rate of transfer. (DF)

ABSTRACT 11812

EC 01 1812 ED N.A.
Publ. Date 65 11p.
Karnes, Merle B.
Teaching the Slow Learner.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016.
Chapter in Mental Health and Achievement; Increasing Potential and Reducing School Dropout, E. Paul Torrance, Ed., Robert D. Strom, Ed., Chapter 32.

Descriptors: exceptional child education; educational needs; slow learners; teaching methods; student characteristics; teaching guides

In considering mental health and academic achievement, and focusing on the school dropout, the article presents slow learners as one of education's crucial unsolved problems. Slow learners are identified and the role of the school is discussed. Characteristics of slow learners presented with educational implications are physical inferiority, mental immaturity for chronological age, short attention span, poor memory, below average incidental learning, poor abstract reasoning, poor response to long range goals and delayed evaluations of their work, poor ability to follow instructions, inadequate self evaluation, deficiency in creativity, difficulty in transferring learnings, marked retardation in the academic areas, and poor adjustment. The ability of slow learners to learn is affirmed and the need for realistic expectations, appropriate programs, adequate services, and vocational guidance is discussed. (JK)

ABSTRACT 11867

EC 01 1867 ED N.A.
Publ. Date Jan 68 4p.
Gozali, Joav; Bialer, Irv
Children's Locus of Control Scale; Independence from Response Set Bias among Retardates.
EDRS not available

American Journal of Mental Deficiency; V72 N4 P622-5 Jan 1968

Descriptors: exceptional child research; mentally handicapped; slow learners; self concept; rating scales; testing; test reliability; educable mentally handicapped; Childrens Locus of Control Scale

The study, employing 189 retarded subjects (ages 16 to 30, IQ's 58 to 91), examined the relationship between scores on the Children's Locus of Control (LC) Scale and possible tendencies to agree indiscriminately or to appear socially desirable. The item-reversal technique, which involved the successive administration of scale items in standard and reverse forms to the same subjects, was used. Data yielded significant correlations between the original and reverse forms of the LC Scale and nonsignificant correlations between those instruments and independent measures of response-set bias. The results thus appeared to negate possible interpretation of the influence of such bias on control scale data obtained from comparable populations. Further, the procedure apparently yielded a reliable alternate form of the Children's LC Scale. (Author/LE)

ABSTRACT 11935

EC 01 1935 ED N.A.
Publ. Date 67 28p.
Bienvenu, Millard, Sr.
Helping the Slow Learner. Public Affairs Pamphlet No. 405.
Public Affairs Committee, New York, New York
EDRS not available
Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016 ($0.25).

Descriptors: exceptional child education; slow learners; identification; educational needs; learning characteristics; family relationship; educational planning; parent attitudes; teacher attitudes

The characteristics, limitations, and potential of slow learners, and guidance information for parents and teachers are given. The slow learner is differentiated from the mental retardate and the pseudo slow learner and information on school programs is presented. Stress is given to positive parent attitudes with ideas for successful adjustment and management. (MS)

ABSTRACT 11975

EC 01 1975 ED 031 007
Publ. Date 69 176p.
Early, George H.
Perceptual Training in the Curriculum. The Slow Learner Series.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($2.50).

Descriptors: exceptional child education; mentally handicapped; slow learners; perception; curriculum development; educable mentally handicapped; teaching methods; perceptual motor learning; social studies; sciences; industrial arts; reading; perceptual development; motor development; learning theories; perceptual motor coordination; learning activities; map skills; psychomotor skills; motor reactions

A theory of perceptual development is presented and explained in terms of the following concepts: the structured self and the structured world, the motor basis of internal structure, developing the motor base, and structuring space and time. The movement from theory to remediation is described, and the curriculum is discussed as a source of perceptual training. Four curricula are then detailed: a fifth grade social studies unit for slow learners, involving both a construction and a use phase; a language arts unit on beginning reading using experience charts; a science unit, for intermediate grade educable retardates, on force, energy, and power; and an industrial arts unit on small gasoline engines, involving disassembly, assembly, nomenclature, and functioning. An appendix describes how to construct a styrofoam sphere. (JD)

ABSTRACT 12019

EC 01 2019 ED N.A.
Publ. Date Feb 68 5p.
Krippner, Stanley
Etiological Factors in Reading Disability of the Academically Talented in Comparison to Pupils of Average and Slow-Learning Ability.
Maimonides Medical Center, Brooklyn, New York
EDRS not available
Journal of Educational Research; V61 N6 P275-9 Feb 1968

Descriptors: exceptional child research; gifted; slow learners; learning disabilities; dyslexia; emotional problems; etiology; average students; clinical diagnosis; intelligence differences

A study of the causes of reading disability compared 26 highly intelligent students (IQ's 113 to 128) with 146 subjects of average IQ (IQ's 88 to 112) and 34 subjects of low intelligence (IQ's 70 to 87). All were between 7 and 16 years of age and had a reading disability of at least 1 year as computed by the Bond-Tinker formula, which subtracts observed reading ability from expected reading grade. When the etiological causes of the subjects' reading difficulties were determined by a battery of diagnostic tests, they were divided into organic and functional categories. Organic factors included impaired vision or hearing acuity, poor visual or auditory skills, speech defect, brain injury, disturbed neurological organization, directionality confusion, and endocrinal malfunctioning. Functional factors were social immaturity, neurotic, psychotic, and sociopathic tendencies, unfavorable educational experiences, and cultural deprivation. The high intelligence group's disabilities were significantly more often functional and less organic than those of the other two groups (p equals .05). (BB)

ABSTRACT 12100

EC 01 2100 ED N.A.
Publ. Date Feb 68 3p.
Driscoll, John
Educational Films and the Slow Learner.
EDRS not available
Mental Retardation; V6 N1 P32-4 Feb 1968

Descriptors: exceptional child research; mentally handicapped; audiovisual instruction; teaching methods; learning characteristics; educable mentally handicapped; student attitudes; instructional films; secondary school students; concept formation

Three varied films designed to test film learning abilities were shown to 402 mentally retarded children in 21 junior and senior high public schools (mean ages 13-2 and 15-10, mean IQ's 67.9 and 69.2 respectively). All children were tested orally and individually in the categories of factual learning, attitudinal learning, and concept learning. Pre-post gains on factual learning questions for all three films were significant beyond the .001 level. Pre-post differentials for attitudinal learning were highly significant; concept learning was measured only in posttesting with adequate to good results. Conclusions drawn from the results were as follows: story films can teach concepts of behavior effectively; films need not be short; animation does not teach better than live photography; story line is more important than humor and audio and visual cueing; and color is no more effective than black and white. Further conclusions were that retarded children could generalize rules of behavior from ideas and stories presented visually; children of very limited intelligence could describe filmed actions but could not derive concepts; and factual learning increased when the film was shown twice. (LE)

ABSTRACT 20036

EC 02 0036 ED 002 938
Publ. Date 61 162p.
Smock, Charles D. and Others
Effects of Motivational Factors on Perceptual-Cognitive Efficiency of Children Who Vary in Intellectual Level.
Purdue University, Lafayette, Indiana
EDRS mf,hc
CRP-790

Descriptors: exceptional child research; gifted; motivation; slow learners; learning motivation; perception; concept formation; high achievers; intelligence level; performance factors; Wechsler Intelligence Scale for Children; Test of Educational Ability

The study investigated the effect of incentive motivational conditions on selected aspects of perception and concept transfer performance of slow learning, average, and bright children. The total population of the fourth grade children in a public elementary school system was administered the Test of Educational Ability. Children who scored within the three preselected ranges of intelligence level were administered the Wechsler Intelligence Scale for Children. The scores on the two tests were used to select three groups of subjects representing

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low, medium, and high intelligence groups. Each of these groups was further subdivided by randomly assigning one-half of the subjects to the two perceptual studies and the remaining subjects to the concept transfer experiments. The results of the experiments lent general support to the hypothesis that incentive motivation reduces the range and variety of stimuli to which an individual responds. Further, the facilitative effects of incentives of the perceptual and concept transfer tasks suggested a narrowing of attention under these conditions so that an increased proportion of relevant task cues is assimilated. (JL)

ABSTRACT 20044

EC 02 0044 ED N.A.
Publ. Date 66 64p.
Franseth, Jane; Koury, Rose
Survey of Research on Grouping as Related to Pupil Learning.
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.40).

Descriptors: exceptional child research; grouping (instructional purposes); elementary grades; research reviews (publications); flexible scheduling; student teacher relationship; mentally handicapped; ability grouping; gifted; heterogeneous grouping; self concept; nongraded system; sociometric techniques; social development; academic achievement; student attitudes; emotional development; slow learners; motivation; effective teaching; Joplin Plan

Nationwide studies on grouping practices in the elementary schools are surveyed. Research is reviewed in the following areas: ability and heterogeneous grouping; ability grouping; normal range versus increased range of individual differences; underlying acceptance of ability grouping; group situations and the individual learner; nongraded or continuous growth concept. Also treated are studies on the need for flexibility in grouping, sociometric grouping, social and emotional development, development of human potentialities, basic human values, and pupil-teacher interaction and learning. (LE)

ABSTRACT 20123

EC 02 0123 ED N.A.
Publ. Date Sep 65 6p.
Strang, Ruth
Out of the Classroom: Step by Step Instruction in Beginning Reading for Slow Learners.
EDRS not available
Exceptional Children; V32 N1 P31-6 Sept 1965

Descriptors: exceptional child education; slow learners; reading; teaching methods; beginning reading; reading development; remedial reading programs; reading instruction; reading materials; reading processes

The instruction process in beginning reading for slow learners (IQ 75 to 90) is described. The processes by which bright, average, and slow students learn are contrasted; causes of slowness in learning are suggested. Steps in the process for slow learners include learning to listen and speak, learning to see and perceive, learning to distinguish sounds and spoken words, beginning to read, learning sentence structure, and reading more widely. Suggested books and seven principles to apply in carrying out the steps of the process are listed. (JD)

ABSTRACT 20168

EC 02 0168 ED 031 836
Publ. Date 68 111p.
Lindsay, Zaidee
Art is for All; Arts and Crafts for Less Able Children.
EDRS not available
Taplinger Publishing Company, Inc., 29 East 10th Street, New York, New York 10003 ($5.50).

Descriptors: exceptional child education; art; mentally handicapped; painting; art activities; sculpture; printing; handicrafts; theater arts; educable mentally handicapped; slow learners; art materials; paper (material); sewing instruction

Art activities for educationally subnormal children are presented in the areas of painting, carving, printing, paper construction, mosaics, collages, paper and wire sculpture, embroidery, and a puppet theatre. Seventy-two illustrations provide examples of students' work for each area; suggestions for teachers are included. (RD)

ABSTRACT 20177

EC 02 0177 ED 031 845
Publ. Date 69 48p.
Pattemore, Arnel W.
Arts and Crafts for Slow Learners. Instructor Handbook Series.
EDRS not available
The Instructor Publications, Inc., 5 Bank Street, Dansville, New York 14437 ($1.25).

Descriptors: exceptional child education; mentally handicapped; arts; handicrafts; program planning; creativity; teacher role; painting; freehand drawing; design crafts; art materials; graphic arts; printing; sculpture; ceramics; theater arts; art activities; teaching methods; motivation; slow learners

Written to describe successful projects which have been used in special education art classes, and to assist teachers in planning a worthwhile program, the booklet makes suggestions for arranging the long-range program in blocks or units, planning projects around changing seasons and established celebrations, using materials with definite weight such as clay or wood, and developing products that convey a sense of permanence. Topics to motivate picture-making and use of design are discussed. Ideas for arts and crafts include: lettering, gifts to make, modeling, paper mache, casting, ceramics, model building, paper and box sculpture, mobiles, weaving, print making, puppetry, the use of found materials supplied by the children, seasonal crafts, and classroom decorations. Pictures demonstrate completed projects. (GD)

ABSTRACT 20228

EC 02 0228 ED N.A.
Publ. Date Dec 66 7p.
Kirk, Winifred D.
A Tentative Screening Procedure for Selecting Bright and Slow Children in Kindergarten.
Illinois University, Urbana, Institute for Research On Exceptional Children
EDRS not available
Exceptional Children; V33 N4 P235-41 Dec 1966

Descriptors: exceptional child research; gifted; slow learners; identification; tests; screening tests; rating scales; predictive measurement; student evaluation; age differences; cognitive processes; kindergarten children; teacher attitudes

In order to determine how well kindergarten teachers can select bright and slow children in their classes when adjustments are made for chronological age (CA) differences, 112 kindergarten children (CA 5-0 to 6-11) were used as subjects. Three teachers rated the children according to a five-point scale on reasoning, speed of learning, ability to deal with abstract ideas, perceptual discrimination, psychomotor abilities, verbal comprehension, verbal expression, number and space relation, and creativity, and gave a molar estimate on whether the child would be a slow, average, or rapid learner. Stanford-Binet IQ's were obtained on all the children. Results indicated that teachers tended to select older children as bright and younger ones as slow, and that the IQ did not differentiate between children correctly identified and those overlooked by the teachers. The composite score was a better estimate of mental age (MA) than of IQ and a better estimate of MA than the adjusted score (composite score equalized for CA differences). However, the adjusted score was a better estimate of IQ (correlation of .61 to .73) than either the motor or composite scores and teachers had an interrater reliability of .88 in using it; the adjusted score was also more effective and efficient than the teacher's molar estimate in selecting bright and slow children. (SN)

ABSTRACT 20331

EC 02 0331 ED N.A.
Publ. Date Sep 66 55p.
Demonstration Teaching Center; A Program for Slow Learners.
Maine School Administrative District No. 5, Rockland
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEG-1-6-000075-0268
Superintendent of Schools, 5 Grace Street, Rockland, Maine 04841.

Descriptors: exceptional child education; slow learners; disadvantaged youth; demonstration centers; educational needs; curriculum; language arts; social studies; mathematics; sciences; personnel needs; guidance counseling; building

design; teacher education; program proposals; Maine

A new demonstration teaching center for slow learners and disadvantaged youth is proposed. The need for such a center, details of what other communities have done to meet the need, definitions of its population of students, and the history and resources of the community are described. Also considered are the rationale and mechanics of the work study program and personnel needs and the role of guidance within the programs. Included are a preliminary planning proposal, methods of program evaluation, and a description of a demonstration center for teacher training as it relates to the University of Maine and to the principals of Maine high schools. Appendixes include a list of the citizens advisory council, bibliography, student survey report and reading test results, a list of research support materials and a description of the building space program. (KN)

ABSTRACT 20450

EC 02 0450 ED 012 121
Publ. Date 62 45p.

Training The Custodian's Assistant.

Hayward Union High School District, Hayward, California;
Alameda County School Department, Hayward, California
EDRS not available
Alameda County School Department, 224 West Winton Avenue, Hayward, California 94544.

Descriptors: exceptional child education; slow learners; vocational education; custodian training; work experience programs; job training; course content

Written as a result of the 1960-61 school year work experience program in special education, the handbook describes a course designed for academically slow high school students learning the skills of custodial work. Illustrated and written in simple language, the handbook serves as a course guide and as information to prospective employers on the training which graduates of the course have completed. Topics discussed are personal habits, cooperation, equipment and supplies, scheduling, cleaning techniques, fire extinguishing, flag care, and terminology. (DF)

ABSTRACT 20515

EC 02 0515 ED N.A.
Publ. Date Nov 66 4p.
Taylor, James B.

The Use of Human Figure Drawings with the Upper Level Mentally Retarded.

EDRS not available
American Journal of Mental Deficiency; V71 N3 P423-6 Nov 1966

Descriptors: exceptional child research; mentally handicapped; comparative testing; adjustment (to environment); intelligence; test validity; slow learners; screening tests; nonverbal tests; Wechsler Adult Intelligence Scale; Draw a Person Test

Human figure drawings by 71 adults (mean IQ 82) were studied as predictors of intelligence and adjustment. All subjects were rehabilitation clients at Goodwill Industries and were 16 years or older. Each subject drew a male and a female figure, following Machover's instructions for the Draw a Person Test, and both drawings were scored by the Goodenough Scale. The male figure was rated on a 7-point scale of drawing quality by two judges, whose pooled ratings correlated .88. Goodenough score of the male and female drawings correlated .84. Drawing quality and Goodenough scores correlated .84. Neither drawing score provided an accurate measure of intellectual function when correlated with WAIS IQ. Subjects were rated on adjustment over a 2-month period by six work supervisors. Neither human figure drawing score was significantly related to the pooled ratings of overt adjustment. WAIS performance IQ was superior to verbal IQ in predicting behavioral adequacy. (LE)

ABSTRACT 20787

EC 02 0787 ED 029 893
Publ. Date Sep 68 27p.
Lindsey, Alfred J.; Filson, Thomas

A Study Involving Development, Teaching, and Evaluation of the Results of a Course for Teachers Inservice. Devoted to the Practical Application of Linguistics, of Principles of Composition, and of Various Approaches to the Teaching of the Slow Learner. Interim Report.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-5-10-029
BR-5-0789
Alfred J. Lindsey, Jr., English Department, Western Illinois University, Macomb, Illinois 61458, or Thomas Filson, Education Department, University of Michigan, Flint, Michigan 48500 (Free or on Loan).

Descriptors: exceptional child research; applied linguistics; composition (literary); effective teaching; English instruction; extension education; inservice courses; inservice teacher education; linguisitics; secondary school teachers; self evaluation; slow learners; teacher attitudes; teacher education; teacher evaluation; teacher improvement; teacher response; teaching methods; Project English

The changeability of teacher ideas and performance by a short English extension course on principles of composition, practical applications of linguistics, and various approaches to teaching slow learners was explored. In 1965-66, three instructors spent 3 to 4 weeks in each of several schools in Illinois teaching their specialities to 66 junior and senior high school teachers. Before the extension course was taught, teachers completed questionnaires on their beliefs and teaching procedures. Each teacher was interviewed either one month or 12 months after completion of the course. The following data were gathered from the interviews: 94% of the teachers claimed a change in teaching performance; 61% claimed a change in thinking; the kinds of changes reported by the teachers, who lacked consensus on the course's main ideas, did not coincide with the main ideas suggested by the instructors; very few teachers reported any constraints against utilizing the new ideas in their teaching situations; teachers interviewed after one month reported a 91% change in teacher performance and after 12 months they reported a 95% change; an interviewer who was an instructor in the course found more change in teacher performance than did other interviewers. (Author/LH)

ABSTRACT 20788

EC 02 0788 ED 029 973
Publ. Date Dec 68 43p.
Sandhofer, Richard G.; Nichols, Jack L., Ed.

The Development of Specialized Educational Programs for Poor Learners for Use in Non-Educational Settings. Final Report.

Minneapolis Rehabilitation Center, Inc., Minnesota, Research and Development Division
Office of Education (DHEW), Washington, D. C.;
United Fund of Minneapolis, Minnesota
EDRS mf,hc
OEG-6-85-088
BR-5-0191

Descriptors: exceptional child education; adult vocational education; audiovisual instruction; autoinstructional aids; autoinstructional programs; experimental programs; individualized instruction; job skills; job training; material development; custodial training; program descriptions; programed instruction; machinists; slow learners; vocational rehabilitation; vocational education; instructional materials

Automated audio visual vocational training courses for duplication machine operator and janitor occupations are presented for poor learners to use in rehabilitation centers, state hospitals, etc. A description of program development includes: surveying pertinent literature in the field of program learning of occupations; visiting business and industrial concerns to determine trainee responsibilities; training curriculum development personnel; preparing, testing and revising subject matter; selecting a presentation system; intergrating the content and presentation system; and monitoring trainee performance in the completed program. The teaching system used contains programed question and response booklets, tape recordings, color slides, structured practice, and human supervision. The conclusion that programs imparted the necessary skills to poor learners, and could be effectively used in noneducational setting is made. Individualized vocational training for poor learners is noted to have some distinct advantages, along with techniques used with similar job training programs for other occupations. The development

and reproduction of the programs is reported to be time-consuming, difficult and costly. (FP)

ABSTRACT 20860

EC 02 0860 ED 028 556
Publ. Date 13 Dec 68 86p.
Simpson, Dorothy M.
Learning to Learn. The Slow Learner Series.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.50).

Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; perception; psychomotor skills; reading; perceptual motor coordination; instructional materials; eye movements; testing; sensory integration; reading readiness; visual discrimination; evaluation techniques; visual perception; lateral dominance

The author gives an account of her early teaching experiences, her awareness that many children did not learn to read, her early investigations of readiness, and her conclusions that difficulty in numbers, copying, or tracing were closely related to reading disability. The importance of visual perception, eye motility, early child development, and physical activities to develop coordination and laterality are discussed. Instructional materials, evaluation methods, criteria for pupil selection and time allocation, teaching methods for group and individual instruction, and adaptation of pursuit training to other classroom activities are described for a program of visual motility. An experiment in perceptual training conducted with 24 first grade children which indicated that the experimental children made greater gains in reading is reported; also mentioned are the predictive validity of tests and an examination of 20 readiness workbooks. (RJ)

ABSTRACT 20877

EC 02 0877 ED 028 573
Publ. Date Jun 66 73p.
Wooldridge, Ralph L.
Motivation-Hygiene Orientation and School Achievement in Mentally Subnormal Children.
George Peabody College for Teachers, Nashville, Tennessee
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; slow learners; motivation; academic achievement; goal orientation; special classes; socioeconomic status; regular class placement; reading achievement; spelling; arithmetic; interest scales; intelligence differences; measurement instruments; educable mentally handicapped; predictive measurement

To determine whether children with below average intelligence who are motivation oriented (MO) are different in school achievement from those who are oriented toward hygiene (HO), 72 children (ages 12 to 17, IQ's 50 to 89) subjects were divided into four groups of 18 by intelligence and by orientation as determined by the Choice-Motivator Scale: educable mentally retarded (EMR)-MO, dull normal (DN)-MO, EMR-HO, and DN-HO. The Metropolitan Achievement Test was administered; occupational ratings of 53 fathers were used to measure socioeconomic status (SES). The HO group was significantly higher in SES (p less than .05), but no significant differences were found between MO and HO groups in intelligence or in regular or special class placement. MO subjects were significantly higher than HO subjects in spelling and average achievement (p less than .05). In comparisons between IQ levels of the same orientation, the significant differences were in favor of the EMR subjects; between subgroups of differing orientation, significant differences in achievement favored the MO subjects (p less than .05 for both). MO subjects in regular grades achieved higher than HO subjects; in special classes the EMR--MO subjects achieved higher than the DN-MO and DN-HO subjects (p less than .05), and EMR-HO subjects achieved higher than DN-MO subjects (p less than .05). (RJ)

ABSTRACT 20909

EC 02 0909 ED 027 649
Publ. Date 64 49p.
McPherson, Hoyt; Stephens, Thomas M.
Developing a Work-Experience Program for Slow Learning Youth. A Report of a Three Year Extension and Improvement Project.
Ohio Bureau of Vocational Rehabilitation, Dayton;
Dayton Public Secondary Schools, Ohio, Vocational Rehabilitation of the Mentally Retarded
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational education; work study programs; educable mentally handicapped; vocational rehabilitation; teacher role; vocational counseling; parent counseling; job placement; employer attitudes; food service occupations; custodian training; health occupations; child care occupations; money management; vocational adjustment; Dayton; Ohio

A work experience program for educable mentally handicapped youth in special classes included 215 students, 138 of them in 11th grade (105 boys, 33 girls) and 77 in 12th grade (47 boys, 30 girls). Their mean chronological age was 18-6 years and their mean IQ was 73 with a range of 52 to 82. The program coordinator of the Ohio State Department of Special Education developed the work study program; coordinated it with the Bureau of Vocational Rehabilitation, the Citizens' Advisory Committee, and the Technical Advisory Committee; obtained job placement; and shared supervisory responsibilities with the teacher-counselors, who were assigned to participating schools. Of the unskilled job placements obtained, 50% were in food service areas and 30% in porter or custodial areas. Hospital placements were also recommended; service stations and domestic homes were not. The gross annual earnings of students were $118,000. Success was related to on the job supervision, and the teacher-counselor's interview with each student on pay day was important. In a followup study of 73 graduates of the special classes, 89% of the 44 who had participated in the program were working while only 35% of the 29 who had not participated were working. (SN)

ABSTRACT 21005

EC 02 1005 ED N.A.
Publ. Date 64 64p.
Howitt, Lillian C.
Creative Techniques for Teaching the Slow Learner.
EDRS not available
Teachers Practical Press, Inc., 47 Frank Street, Valley Stream, New York 11580.

Descriptors: exceptional child education; slow learners; teaching methods; teacher improvement; curriculum development; dramatic play; lesson plans; creative teaching; unit plan; creative activities; games; reading materials; audiovisual aids; social attitudes; moral values; teacher role; activity units; teacher developed materials; student developed materials

Practical information and new techniques for teachers of the slow learner, characteristics of the non-academically minded child, and the necessity of adjusting teaching aims and curricula according to these characteristics are presented. Curriculum adaptations derived from the philosophy of the experience centered curriculum, including English literature, oral and written English, science and social studies, are described. The use of the dramatic approach with vivid language for illustrating science and social studies lessons is recommended. Sample lessons presented to demonstrate the application of the basic teaching objectives include language arts, phonetic analysis and understanding, building words from root words, developing understandings, using abstract terms, and science instruction. Planning creative activities such as the use of games and songs in teaching is stressed. The importance of reading materials, the use of teacher-made and teacher pupil-made materials, the use of audio-visual material in making lessons concrete, and the development of desirable character traits are emphasized. (RD)

ABSTRACT 21073

EC 02 1073 ED N.A.
Publ. Date Feb 70 3p.
Glavach, Matt; Stoner, Donovan
Breaking the Failure Pattern.
EDRS not available
Journal of Learning Disabilities; V3 N2 P103-5 Feb 1970

Descriptors: exceptional child education; learning difficulties; failure factors; teaching methods; problem solving; success factors; slow learners; reinforcement

Many educationally difficult students, the so-called slow learners, are frustrated with a sense of failure. A major challenge to educators is to develop tech-

niques for overcoming the failure syndrome. One method which has been found effective is the utilization of materials which involve puzzle and problem solving at the student's own level. These may be properly sequenced so the student is both challenged to act and guaranteed success from the start. (Author)

ABSTRACT 21075

EC 02 1075 ED N.A.
Publ. Date 65 417p.
Torrance, E. Paul, Ed.; Strom, Robert D., Ed.
Mental Health and Achievement; Increasing Potential and Reducing School Dropout.
EDRS not available
John Wiley and Son, Inc., 605 Third Avenue, New York, New York 10016.

Descriptors: exceptional child education; mental health; mental development; mental health programs; family influences; dropout prevention; peer relationship; psychological characteristics; teacher role; curriculum development; slow learners; community role; adolescents; academic achievement; counselor role; school role; curriculum evaluation; disadvantaged youth; motivation; student evaluation

The manual is a collection of articles by 30 contributors dealing with the family role in mental health, maternal teaching styles, the dropout problem and the family, the emotional problems of contemporary life, learning motivation, educational context, and youthful aspirations. Additional areas discussed are educational resources, adolescent subculture and academic achievement, peer influence on success and its structure, cognitive functioning in adolescents, new school roles in poor neighborhoods and in dropout programs, and the mental health of school personnel. Attention is given to classroom discipline, the teacher's impersonal relations, mental health for teachers, the role of the social worker, counselor responsibilities, guidance methods, the roles of the principle and superintendent, and mental health education. Curriculum considerations are concerned with special techniques, continuity, vocational studies, courses and psychosocial aspects for the culturally disadvantaged, teaching the slow learner, motivation, personality development, behavior norms, failure problems, and school evaluation. (JM)

ABSTRACT 21098

EC 02 1098 ED 030 921
Publ. Date Oct 68 29p.
Tyson, Kenneth L.
Resource Guide to Selected Materials for the Vocational Guidance of Slow Learners.
EDRS mf,hc

Descriptors: exceptional child education; bibliographies; occupational guidance; publications; resource guides; resource materials; slow learners; vocational education; instructional materials; vocational counseling

This resource guide, compiled for reference use by teachers, counselors, and other people involved with the vocational guidance and education of slow learners, contains materials selected on the basis of having a direct use for or application to the specified area. While no consistent bibliographical form is used, the following categories have been designed to facilitate use of the guide: audio-visual materials, bibliographies, classroom materials, including textbooks and self study materials, curriculum materials, periodicals in the area of vocational guidance for the slow learner, professional materials intended to aid the teacher and counselor in keeping up to date on vocational guidance and occupational information applicable to the slow learner, and research and demonstration projects of interest to helping persons in the field of vocational guidance for the slow learner. The research reported herein was funded under Title III, Elementary and Secondary Education Act. (Author/CJ)

ABSTRACT 21200

EC 02 1200 ED 029 899
Publ. Date Apr 68 6p.
Mary Julitta, Sister; Michaella, Sister
A List of Books for Retarded Readers.
EDRS not available
Elementary English; V45 N4 P473-7 Apr 1968

Descriptors: exceptional child education; bibliographies; booklists; books; childrens books; elementary education; high interest low vocabulary books; independent reading; primary grades; readability; reading; reading level; retarded readers; slow learners; supplementary reading materials; mentally handicapped

This list of over 200 books for retarded readers was compiled to fill the need for books which would be acceptable and interesting to older children reading at primary-grade levels of difficulty. Having been evaluated objectively by the Spache Readability Formula and subjectively by retarded readers in a reading clinic and in classrooms, the books are grouped under the minimum instructional level necessary for reading them. The Spache Readability Score and the age groups to which the book appeals are given for each entry. (LH)

ABSTRACT 21233

EC 02 1233 ED 003 204
Publ. Date 31 Aug 64 52p.
Paulson, Casper F., Jr.
Slow Learners, Competition, and Programed Instruction.
Oregon State System of Higher Education, Monmouth
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-7-47-0000-221 R-30;NDEA-VIIA-1083

Descriptors: exceptional child research; mathematics; grouping (instructional purposes); programed instruction; slow learners; group behavior; feedback; group relations; reinforcement; autoinstructional aids; programed materials; algebra; competitive selection; learning experiences; modern mathematics; textbooks; teaching methods; heterogeneous grouping; homogeneous grouping; Teaching System

The effects of two postulated competitive conditions on groups of relatively slow learners were examined during the reported research. The two competitive conditions were: homogeneous grouping, as opposed to heterogeneous grouping, and public display of the performance of all members of a group, as opposed to individualized feedback. Four groups of 10 subjects from ninth grade algebra classes used portions of Modern Mathematics: A Programed Textbook, Course I. Instruction for all groups was automated by systems which presented knowledge of results. In two of the groups, this knowledge was presented on a display panel so that all members could see results for their entire group. In two other groups, students received performance results privately by means of signal lights at their own stations. An analysis of variance of first posttest scores indicated that homogeneous groups scored higher than the heterogeneous groups. The significant finding was that heterogeneous groups receiving public display of performance scored significantly higher gains than any of the other groups. Observation of the subjects during the experiment indicated that groups receiving public display of performance interacted and verbalized considerably, while those receiving private knowledge demonstrated virtually none of this behavior. (WB)

ABSTRACT 21329

EC 02 1329 ED 030 101
Publ. Date (68) 79p.
Midkiff, Don R.; Midkiff, Ronald
Using Transformation Grammar Theory to Rebuild Language Confidence in Slow Learners in the Junior High School.
Rome City School System, Georgia, Linguistics Research And Demonstration Project
EDRS mf,hc
ESEA-3
Linguistics Research and Demonstration Center, Rome City Schools, 307 East Third Avenue, Rome, Georgia 30161.

Descriptors: exceptional child education; disadvantaged youth; slow learners; junior high school students; transformation generative grammar; lesson plans; language arts

The 17 lessons in this book are based on transformational grammar theory, but they are not designed to teach grammar. The authors have used them with students who speak a variety of non-standard English and who have previously been unsuccessful in English classes. These students would write little or nothing and disliked English; but the authors found the lessons useful in rebuilding the confidence of the students in their language. The students began to write longer and longer passages in their own dialect. The first lesson consists of an informal class discussion on how children learn language, dialects, style levels, and word order. Other lessons cover word families and the transforma-

tions involved in noun modification, possessives, yes-no questions, and relative clauses. (DO)

ABSTRACT 21337

EC 02 1337 ED N.A.
Publ. Date (68) 25p.
Policies and Procedures for Secondary Special Education.
Westmoreland County Public Schools, South Greensburg, Pennsylvania
EDRS not available
Special Pupil Services, Westmoreland County Public Schools, 409 Coulter Avenue, South Greensburg, Pennsylvania 15601.

Descriptors: exceptional child education; mentally handicapped; slow learners; vocational education; vocational directors; program descriptions; employment programs; secondary education; instructor coordinators; occupational guidance; Westmoreland County Public Schools; Pennsylvania

The guide discusses the occupational education program of the Westmoreland County Public Schools of Pennsylvania with information presented on its legal basis, purpose, and pupil entrance qualifications. Described are regulations regarding work experience, insurance coverage, the responsibilities of the student, student supervision and evaluation, student wages, employment laws, promotion policies, and transportation and rotation of job stations. Also included are definitions of the responsibilities of the teacher-coordinator concerning curriculum, job stations, selections, visitation, and the relationship with local principals. The responsibilities of the local school districts are outlined in relation to placement, activity scheduling, and referral of problems. (JM)

ABSTRACT 21508

EC 02 1508 ED 030 669
Publ. Date Jun 69 53p.
Phillips, Lottie
A Study of the Preparation of English Teachers for the Teaching of Slow Learners. Interim Report.
Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-5-10-029
BR-5-0789

Descriptors: exceptional child research; English instruction; low ability students; personality studies; personal values; slow learners; student teacher relationship; teacher attitudes; teacher background; teacher behavior; teacher education; teacher education curriculum; teacher evaluation; teacher influence; teacher qualifications; teaching skills; Project English

This study investigated the personal and academic qualifications essential for successfully teaching high school English to slow learners, and attempted to outline a curriculum that would foster the traits found desirable. Information was gathered from extensive reading by the investigator, questionnaires completed by 475 school administrators, questionnaires completed by 451 successful teachers of slow learners, and two workshops conducted at Olivet Nazarene College (Kankakee, Illinois). The administrators indicated strongly that the individual teacher's personality, professional or religious commitment, and philosophy of life directly affected successful teaching of the slow learner. The teachers surveyed found themselves very poorly prepared in sociology, anthropology, social welfare, psychology, and the cultural and behavioral patterns of the slow learner; and somewhat deficient in training in language, composition, reading instruction, adolescent literature, and methods of teaching English. The principal value of the study was in revealing the need for teacher-training courses to improve the instruction and understanding of slow learners. An extensive bibliography and the questionnaires are appended. (Author/LH)

ABSTRACT 21575

EC 02 1575 ED N.A.
Publ. Date Feb 70 5p.
Hollinger, Chloe S.; Jones, Reginald L.
Community Attitudes Toward Slow Learners and Mental Retardates: What's in a Name?
EDRS not available
Mental Retardation; V8 N1 P19-23 Feb 1970

Descriptors: exceptional child research; mentally handicapped; community attitudes; classification; slow learners; questionnaires; discriminatory attitudes (social)

One hundred fourteen randomly selected residents of a small Ohio community responded to informational and attitudinal questions regarding the terms mental retardate and slow learner (formerly Ohio designation for educable mental retardate). The results revealed little understanding of the meaning of either term, but greater acceptance of the group labeled slow learner than the group labeled mental retardate. A number of issues regarding the two labels are discussed here. (Author)

ABSTRACT 21652

EC 02 1652 ED N.A.
Publ. Date Jan 67 262p.
Kitzmiller, Richard L.
A Model Vocational Education Program for the Slow Learner.
Franklin County Schools, Chambersburg, Pennsylvania
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS not available
BR-66-1223
Office of the County Superintendent, Franklin County Schools, 157 Lincoln Way East, Chambersburg, Pennsylvania 17201.

Descriptors: exceptional child education; mentally handicapped; slow learners; vocational education; program proposals; vocational schools; trade and industrial education; community programs; occupational guidance; educational needs; technical education; program planning; Pennsylvania

Concerned with an educational program for the slow learner, areas discussed are the neglect of the slow learner, the resistance to teaching vocational skills, the Vocational Education Act of 1963, and the implementation of the act in Pennsylvania both statewide and locally. Literature dealing with vocational programs, slow learner programs, program faults, and new program approaches and immediate needs is reviewed. Described are activities and sources of information for beginning a program, the ability of the slow learner, possibilities for occupational instruction and careers, needed resources for working with the slow learner, and the possibilities of an Area Vocational-Technical School (AVTS) providing this education. Methods of modifying the Franklin County AVTS program for this purpose are suggested. Extensive appendixes contain information on planning meetings, evaluation instruments, and background data on the proposals. (JM)

ABSTRACT 22001

EC 02 2001 ED 036 014
Publ. Date 69 373p.
Roucek, Joseph S., Ed.
The Slow Learner.
EDRS not available
Philosophical Library, Inc., 15 East 40th Street, New York, New York 10016 ($10.00).

Descriptors: exceptional child education; slow learners; teaching methods; learning difficulties; programed instruction; English; social studies; sciences; mathematics; counseling; spelling; retarded readers; preschool programs; dropouts; underachievement; gifted; disadvantaged youth; Negroes; motivation; social influences; minority groups; economic disadvantagement

Papers on the slow learner treat physical defects and learning abilities, social and economic background as an obstacle to learning, the causes of dropouts and lapses in study, and the limitations and potential of the ungifted. The contribution interest in the slow learner has made to education is discussed; also discussed are problems of the socially unmotivated, the slow gifted, the racially deprived, and the black. Further papers consider the slow learner and school counseling, Head Start and other preschool enrichment programs, English, social studies, science teaching, mathematics, programed instruction, reading, and spelling. A selected bibliography of books and periodical articles is provided on each of the above areas. (JD)

ABSTRACT 22085

EC 02 2085 ED N.A.
Publ. Date Mar 70 3p.
Karnes, Merle B.
The Slow Learner ... What Are His Characteristics and Needs?
EDRS not available
Today's Education; V59 N3 P42-4 Mar 1970

Descriptors: exceptional child education; slow learners; mentally handicapped; teaching methods

Characteristics of slow learners as a group are noted, and suggestions for planning an instructional program are made. (MS)

ABSTRACT 22182

EC 02 2182 ED 037 834
Publ. Date Jul 69 171p.
Siegel, Ernest
Special Education in the Regular Classroom. John Day Books in Special Education.
EDRS not available
John Day Company, Inc., Publishers, 200 Madison Avenue, New York, New York 10016 ($5.50).

Descriptors: exceptional child education; handicapped children; teaching methods; behavior; regular class placement; learning disabilities; class management; teacher role; teacher education; administrator role; student problems; self concept; minimally brain injured; slow learners; emotionally disturbed; community programs; mentally handicapped

Designed for regular classroom teachers, the book concerns the minimally handicapped child. Concepts discussed are an introduction to special education and the problems of the mildly handicapped child who is mentally retarded, brain injured, or emotionally disturbed, and techniques to aid the teacher with student problems of self-concept, anxiety, attention, organizing, copying written material, coordination, abstract thinking, behavioral problems, and social immaturity. Also included are some additional aspects of the teacher's role such as assisting in identification, gathering information, using supportive services, participating in training programs, lesson planning, and consulting with parents. The role of the school administrator in supporting the teacher, the child, and the program itself and in working with the community is also presented along with the obligations of teacher-training institutions in teacher preparation and cooperation with the community. References follow each chapter. (LE/JM)

ABSTRACT 22222

EC 02 2222 ED 037 874
Publ. Date Oct 69 302p.
Bush, Wilma Jo; Giles, Marian Taylor
Aids to Psycholinguistic Teaching.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43209 ($7.95).

Descriptors: exceptional child education; learning disabilities; language development; psycholinguistics; teaching methods; learning activities; slow learners; visual learning; aural learning; perceptual motor learning; remedial instruction; developmental tasks; grammar; expressive language

Designed for the teacher in training as well as the classroom teacher, the text presents step-by-step remedial techniques for developmental training of the slow learner or the child with learning disabilities. Presented are activities, instructional materials, and teaching techniques for grades 1 through 8. Developmental areas included are auditory and visual reception, auditory and visual association, verbal and manual expression, grammatic closure, auditory and visual sequential memory, perceptual motor activities, remedial recreation, and visual, auditory, tactile, and kinesthetic techniques. (JM)

ABSTRACT 22231

EC 02 2231 ED 037 883
Publ. Date Sep 69 169p.
Sackmary, Arnold, Ed.; Winters, Stanley, Ed.
Understanding and Teaching the Slower Student.
EDRS not available
MSS Educational Publishing Company, Inc., 19 East 48th Street, New York, New York 10017 ($5.00).

Descriptors: exceptional child education; mentally handicapped; slow learners; teaching methods; curriculum development; physical activities; social adjustment; vocational education; activity units, reading instruction; mathematics curriculum; physical education; employer attitudes; motivation techniques; vocational adjustment

The collection of readings on the slow learner contains articles on understanding the educable adolescent, the interdisciplinary approach, organizing experience units for the educable mentally handicapped, operant conditioning techniques to establish motivation, and curriculum ideas. Included are discussions of developmental schedules of oral-aural language, reading for the young mentally handicapped child, reading survey tests, classroom techniques for teaching modern math, a project for general mathematical concepts, a program for teaching social skills, and a language arts curriculum. Papers are also presented on physical education, inclusion and exclusion in physical education, group reactions to a physical education program, dancing, the development of personal poise, the child's attitude toward special education classes, vocational curriculum, vocational training, employer attitudes, post school employment adjustment, trends in service employment, and the future prospects of exceptional children. (JM)

ABSTRACT 22336

EC 02 2336 ED N.A.
Publ. Date Apr 70 3p.
Davis, Bertha
Teaching Strategies for the Slow-Learning Social Studies Student.
EDRS not available
Education Digest; V35 N8 P43-5 Apr 1970

Descriptors: exceptional child education; slow learners; classroom techniques; teaching techniques; remedial instruction; mentally handicapped

Presented are practical techniques for teaching slow learners. Ideas suggested are to supply simple basic facts as a basis for learning, to use a readily understood conceptual framework, to vary experiences with writing about knowledge just reviewed, to use discussion periods, and to stress reading after material has been orally covered. (JM)

ABSTRACT 22343

EC 02 2343 ED N.A.
Publ. Date Jan 70 5p.
Johnson, Kenneth R.
The Culturally Disadvantaged--Slow Learners or Different Learners?
EDRS not available
Journal of Secondary Education; V45 N1 P43-7 Jan 1970

Descriptors: exceptional child education; disadvantaged youth; educational needs; educational problems; definitions

The terms cultural and disadvantaged are defined, producing a definition of culturally disadvantaged as having a way of life which is a disadvantage when functioning in the dominant culture. Education for the disadvantaged is explored with attention to student needs and the necessity of curriculum change. (RJ)

ABSTRACT 22385

EC 02 2385 ED N.A.
Publ. Date 66 6p.
Bienvenu, Millard, Sr.
Understanding the Slow Learner.
EDRS not available
Child and Family; V5 N4 P23-8 Fall 1966

Descriptors: exceptional child education; slow learners; individual characteristics; educational needs; parent attitudes; parent child relationship

The slow learner and his educational needs are described. Suggestions for parents are listed, involving their understanding and acceptance of the child as well as ways in which they can help him. (JD)

ABSTRACT 22451

EC 02 2451 ED N.A.
Publ. Date 66 377p.
Otto, Wayne; McMenemy, Richard A.
Corrective and Remedial Teaching: Principles and Practices.
EDRS not available
Houghton Mifflin Company, 110 Fremont Street, Boston, Massachusetts 02108 ($6.95).

Descriptors: exceptional child education; underachievers; slow learners; educational methods; educational diagnosis; remedial instruction; remedial programs; diagnostic teaching; learning disabilities; reading instruction; arithmetic; spelling instruction; language instruction; handwriting instruction

Designed as a guide to aid teachers of underachieving children, the text presents techniques and materials found successful with underachievers, suggests a specific remedial approach for underachievers, and outlines an orientation to remedial teaching. Discussed are the correlates of learning disability, the fundamentals of diagnostic and remedial teaching, case study techniques, reading diag-

nosis, word attack skills in reading, and vocabulary, comprehension, study skills, and reading rate. Additional areas of concern are the diagnosis and remediation of spelling problems, arithmetic difficulties, handwriting problems, and written and oral expression disabilities; plus the training and practice of the remedial teacher. (JM)

ABSTRACT 22570

EC 02 2570 ED N.A.
Publ. Date (68) 49p.
South Kingstown Junior High School Learning Laboratory (Longitudinal Study).
South Kingstown Junior High School, Peace Dale, Rhode Island
EDRS not available
Administrative Office, South Kingstown Junior High School, Curtis Corner Road, Peace Dale, Rhode Island 02983.

Descriptors: exceptional child research; slow learners; early childhood education; junior high school students; compensatory education programs; educational methods; pilot projects; project applications

A proposal requesting funds to aid slow learners with inadequate skills through early childhood experiences is presented. Explained are the planning and operation of the project proposed, the qualifications of personnel, and the planned evaluation. Also included are a review of literature on the education of slow learners, procedures to identify problems of the 15 students to be taught, information on academic areas and techniques, and procedures to disseminate information to other schools. (MS)

ABSTRACT 22644

EC 02 2644 ED N.A.
Publ. Date 69 12p.
Martin, Sister Margaret Mary
A Pilot Study Using Total Body Movement as a Learning Modality.
California University, Los Angeles, Perceptual-Motor Learning Laboratory
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS not available
Journal of the Association for the Study of Perception; V4 N2 P30-41 Fall 1969
Paper Presented at the Fall Conference of ASP (Rockford, October 31-November 1, 1969).

Descriptors: exceptional child research; slow learners; perceptual motor coordination; psychomotor skills; academic achievement; pilot projects

A pilot study is described which had three purposes: to select knowledges, attitudes, and motor operations basic to early learning; to establish test items and testing procedures; and to design gross motor movements to be used as a learning modality for slow learners. Twenty-nine children in grades 1 through 4 (IQ range 75-85) had three lessons a week for 18 weeks which involved total body movement. In analyzing group data, significant positive changes were evident in nine of 14 test items used in pre- and posttesting. Weaknesses and implications of the research are discussed, and the second phase of the study is described. (RJ)

ABSTRACT 22690

EC 02 2690 ED N.A.
Publ. Date 68 10p.
Kephart, Newell C.
Perceptual Training in Learning Disabilities.
EDRS not available
Journal of the Association for the Study of Perception; V3 N1 P1-10 Spr 1968

Descriptors: exceptional child education; slow learners; curriculum; teaching methods; motivation

The education of slow learning children is considered. Provided is explanation of how to increase motivation by making classroom tasks veridical (based on laws of nature) rather than valid (based on prescriptions of society). Additional curriculum suggestions for the slow learner involve modifications in scope, length, pace, and teaching methodology. (MS)

ABSTRACT 22800

EC 02 2800 ED N.A.
Publ. Date 65 141p.
Karnes, Merle B. and Others
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who are School Dropout, Delinquency, and Unemployment Prone. Final Report.
Champaign Community Unit IV Schools, Illinois
Rehabiliation Services Administration (DHEW), Washington, D. C.
EDRS not available
Champaign Community Unit IV Schools, 703 South New Street, Champaign, Illinois 61820.

Descriptors: exceptional child research; slow learners; prevocational education; lower class students; dropout prevention; delinquency prevention; attendance; social adjustment; emotional adjustment; vocational adjustment; achievement; employment; vocational education

A total of 61 matched pairs of slow learners aged 13 to 21 from low socioeconomic status homes were divided into an experimental group receiving a prevocational education curriculum and services and a control group receiving a conventional curriculum. Appraisal methods included interviews, testing, and examination of reports. Results showed the following significant differences: the experimental group had fewer school dropouts (p less than .01), were absent fewer days (p less than .05), did less job hopping during the project years (p less than .05), and scored higher on the Flexibility scale of the California Psychological Inventory (p less than .05). On the same Inventory the control subjects scored significantly higher on the Sociability and Achievement via Conformance scales (p less than .05). Implications were made for the following topics: administrative plans, personnel, curriculum, facilities, community resources, vocational rehabilitation, personnel selection and training, and home school relationships. The appendix includes references, descriptions of forms used, and student questionnaires. (MS)

ABSTRACT 22815

EC 02 2815 ED N.A.
Publ. Date 65 4p.
Jordan, Laura J.
Verbal Readiness Training for Slow-Learning Children.
EDRS not available
Mental Retardation; V3 N1 P19-22 Feb 1965

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; reading research; matched groups; reading achievement; longitudinal studies; reading readiness; culturally disadvantaged; verbal learning; perceptual development

Reported is a study which examined the effect on later reading achievement of a prolonged period of pre-reading instruction in verbal skills with first-grade children with Stanford-Binet IQ's of 60 to 85 who were identified and randomly divided into an experimental group (51 children) and a control group (49 children), and whose intellectual and academic progress was studied over 4 years. For the experimental classes the first year program emphasized readiness work of a verbal nature, auditory and visual discrimination, memory, listening and speaking vocabularies. Experience charts were utilized and movement to basal readers came later with promotion of maximum comprehension. Control children participated in the regular reading program with basal readers and emphasis on the sight method. Large group gains in IQ were noted for both groups at the end of the first year but subsequent test scores were relatively stable over the remaining three years. Control children scored significantly higher than experimental children on all measures of reading at the end of the first year, but the experimental children were found to be learning faster than control children in the last two years of the study. Reading comprehension was notably better in the experimental than in the control group after four years. The results of short-term research must be interpreted with caution. (DF)

ABSTRACT 22833

EC 02 2833 ED N.A.
Publ. Date 60 292p.
Kephart, Newell C.
The Slow Learner in the Classroom.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43209.

Descriptors: exceptional child education; slow learners; achievement; learning readiness; preschool children; perceptual development; learning activities; readiness skills; motor development; teaching methods; instructional materials; child development; rating scales

Designed for classroom teachers, the text discusses the development and achievement of preschool children, skills and abilities in simple tasks, motor bases

of achievement, the perceptual process, development of form perception, and space discrimination. A perceptual rating scale to identify children with inadequate readiness skills, and training activities useful in the classroom to develop the readiness skills such as chalkboard training, sensory motor training, ocular control, and form perception are described. (LE)

ABSTRACT 23246

EC 02 3246 ED 011 065
Publ. Date Aug 66 45p.
Malpass, Leslie F. and Others
Programed Reading Instruction for Culturally Deprived Slow Learners.
MacDonald Training Center Foundation, Tampa, Florida
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-2-7-068438-0069
BR-6-8438

Descriptors: exceptional child research; reading; disadvantaged youth; slow learners; programed instruction; programed materials; basic reading; teaching machines; workbooks; primary education; programed texts; culturally disadvantaged; reading instruction; beginning reading; vocabulary development; reading research; student evaluation

The effectiveness of programed instructional materials for teaching basic reading skills to slow learning, culturally deprived children (aged 6 to 9) was evaluated. The same materials had been previously evaluated with educable mentally retarded subjects (aged 10 to 16). To determine what modifications would be needed for use with younger students, 45 children were divided into one control group taught by traditional classroom techniques and two experimental groups, one taught by machine, and one taught using programed workbooks. Each group received the same list of words selected by the authors. At the end of the experiment, the children were tested for vocabulary improvement. The scores of each group were statistically compared with those of every other group. The results showed a statistically significant improvement in vocabulary gain for the machine-taught group over the control group and for the workbook-taught group over the control group, but no significant difference was found between the machine-taught and the workbook-taught groups. The conclusion was that programed instructional materials tend to increase reading skills and are feasible for use with the population sampled. (LB)

ABSTRACT 23252

EC 02 3252 ED 011 240
Publ. Date Mar 65 13p.
Grobman, Hulda
Identifying the Slow Learner in BSCS High School Biology.
EDRS mf,hc
Published in the Journal of Research in Science Teaching, Vol. 3, No. 1, Mar., 1965.

Descriptors: exceptional child research; curriculum; instructional materials; sciences; slow learners; academic achievement; biology; program evaluation; secondary school science; evaluation; science instruction; science course improvement project; intelligence differences; average students; science materials; Biological Sciences Curriculum Study

The suitability of the blue, green, and yellow versions of the Biological Sciences Curriculum Study (BSCS) for the upper 75% of the students taking 10th grade biology in the United States is examined and procedures used in assigning slow learners to classes using BSCS special materials are surveyed. The suitability study involved 12,602 students and the special materials phase included 38 classes in designated test schools. Students in the suitability study were pretested at the beginning of the year for ability to use the processes of science and for numerical and verbal reasoning ability. They were posttested at the end of the year for understanding of science concepts and for their ability to use biological information. Multiple correlations were used to analyze findings. The blue, yellow, and green versions of the BSCS biology appeared to be suitable for use with most students at or above the 50th percentile and a majority of the students in the 40th to the 50th percentile in general ability as determined by the Differential Aptitude Test. BSCS biology special materials were prepared for students of lower ability. Data obtained indicated that at least 50% of the schools were not systematically using scores from general ability and/or reading ability tests determining assignment of students to special materials. (EE)

ABSTRACT 23282

EC 02 3282 ED N.A.
Publ. Date 60 390p.
Ingram, Christine P.
Education of the Slow-Learning Child.

EDRS not available
Ronald Press Company, 15 East 26th Street, New York, New York 10010.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; slow learners; educational programs; teaching methods; special classes; units of study (subject fields); rehabilitation; educational counseling

Aimed at special education teachers and school administrators, the book presents educational programs for a wide range of mentally handicapped and slow learning children. Contents include the physical, mental, social, and emotional characteristics of educable mentallly handicapped children and the psychological and educational principles on which a program geared to their potentialities is based. The organization of special classes, the study and selection of children, and the administrator's and teacher's responsibilities for the program are described. Details of the preparation and execution of teaching units are presented. The development of programs for children at various age and intelligence levels is shown through practical illustrations. Special emphasis is placed on what mentally handicapped children can reasonably be expected to achieve at different periods in their school experience in various subject areas. The nature and function of rehabilitation services are presented with discussion of developments and trends. The book has an annotated list of references following each chapter and an index. (LE)

ABSTRACT 23299

EC 02 3299 ED 021 711
Publ. Date 67 170p.
Kellough, Richard Dean
An Experiment in the Teaching of Biology to Slow Learners in High School.

EDRS not available
University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103.

Descriptors: exceptional child research; slow learners; biology instruction; learning theories; teaching methods; secondary school science; teaching techniques; social adjustment; self concept; personal adjustment; perception; reinforcement

This study compared the perceptual field approach learning theory with conventional theories based on reinforcement and conditioning. The aim was to achieve significant improvement in the self-adjustment of slow learners while not inhibiting their learning of biology. The California Test of Personality and the Nelson Biology Test were given as pre- and post-tests of the two classes of students. The control class with learning based on reinforcement and conditioning was teacher-centric and subject-oriented. The experimental class, with learning based on the perceptual field theory, was student-centric and perception-oriented. Special techniques were used in this class to increase an individual's sense of belonging and personal worth. There was no significant difference at the .05 level between means of the experimental and control classes in either learning of biology or in self and social adjustment. The data indicated that the perceptual field approach did produce improvement in self-adjustment categories and conventional methods produced improvement in social adjustment. There was no significant difference in the amount of biology learned by either class. (GR)

ABSTRACT 23385

EC 02 3385 ED N.A.
Publ. Date 70 3p.
Simpson, Robert L.
Study of the Comparability of the WISC and the WAIS.
EDRS not available
Journal of Consulting and Clinical Psychology; V34 N2 P156-8 Apr 1970
Reprints Available From Robert L. Simpson, California State College at Fullerton, 800 North State College Boulevard, Fullerton, California 92631.

Descriptors: exceptional child research; mentally handicapped; slow learners; educable mentally handicapped; intelligence quotient; intelligence tests; standardized tests; test reliability; Negroes; Anglo Americans; Mexican Americans;

Wechsler Intelligence Scale for Children; Wechsler Adult Intelligence Scale

The comparability of the WISC and WAIS for below-average-intelligence subjects was assessed by administering the subtests of the two instruments in randomized order to 120 16-year-old students. Analysis of variance revealed higher WAIS than WISC Verbal (p less than .001), Performance (p less than .01), and Full Scales (p less than .001) IQs. The disparities were greater for black Americans than for Anglo-Americans (p less than .05) and Mexican-Americans (p less than .05). There were no significant sex differences. The WISC and WAIS are not comparable for below-average-intelligence students. (Author)

ABSTRACT 23489

EC 02 3489 ED 016 106
Publ. Date Aug 66 157p.
Karnes, Merle B., and Others
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who Are School Dropout, Delinquency, and Unemployment Prone. Final Report.
Champaign Community Unit IV Schools, Illinois
EDRS mf,hc
VRA-RD-1075

Descriptors: exceptional child research; mentally handicapped; slow learners; prevocational education; student rehabilitation; disadvantaged youth; vocational counseling; vocational adjustment; dropout prevention; delinquency prevention; work study programs

It was hypothesized that 91 slow learners from low socioeconomic status homes, in a carefully designed two-year vocationally oriented educational program with prevocational counseling, would show achievement superior to that of a matched control group enrolled in a regular educational program. Data were collected from school records, interviews, case studies, psychological tests, and Division of Vocational Rehabilitation records. The experimental subjects had significantly better attendance, fewer school dropouts, and made a better vocational adjustment than the control group. There was no significant difference between the two groups in social and emotional adjustment. Achievement test scores for the tool subjects of arithmetic, reading, and spelling showed no significant differences between the two groups in amount gained. Some implications for program implementation were that specially trained administrative and teaching personnel should be employed for this kind of program, the ratio of teacher to youth should be no greater than one to 20, and the curriculum should be functional, individualized, and vocationally oriented. A review of related literature, a complete program description, and recommendations for further research and programing are included. (ET)

ABSTRACT 23516

EC 02 3516 ED N.A.
Publ. Date 66 98p.
Borg, Walter R.
Ability Grouping in the Public Schools.
EDRS not available
Dembar Educational Research Services, Inc., P. O. Box 1148, Madison, Wisconsin 53701.

Descriptors: exceptional child research; grouping (instructional purposes); ability grouping; heterogeneous grouping; average students; superior students; slow learners; achievement; study habits; student attitudes; student problems; self concept; personality; elementary school students; junior high school students

A four-year study of 4000 pupils examined ability grouping and random grouping. Data collected included measures of achievement, study habits, sociometric status, pupil attitudes, pupil problems, self concept, and personality. Findings showed superior elementary pupils in ability grouping achieved better, but lost in self concept and sociometric status, while those in random grouping had better study habits. Average elementary pupils in random grouping had better study habits, better personality characteristics, higher self concept scores, and fewer problems, while those in ability grouping had improved sociometric status. Slow elementary pupils in random grouping had better achievement performance, study habits, self concept, and personality characteristics, while those in ability grouping gained in sociometric status and had better attitudes toward school and teacher. Superior junior high pupils in ability grouping achieved better, had fewer problems, scored more favorably on poise, ascendency, self-assurance, achievement potential, and intellectual efficiency. Average junior high pupils in ability grouping achieved better, had better study methods, fewer problems, and lower self concept, while those in random grouping scored more favorably on poise, ascendency, self assurance, and the anxiety to achieve measures. Slow junior high pupils in random grouping achieved better and had better self concept scores, but more problems. (MS)

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